Taxonomy for Transition Programming

A Model for Planning, Organizing, and Evaluating Transition Education, Services, and Programs

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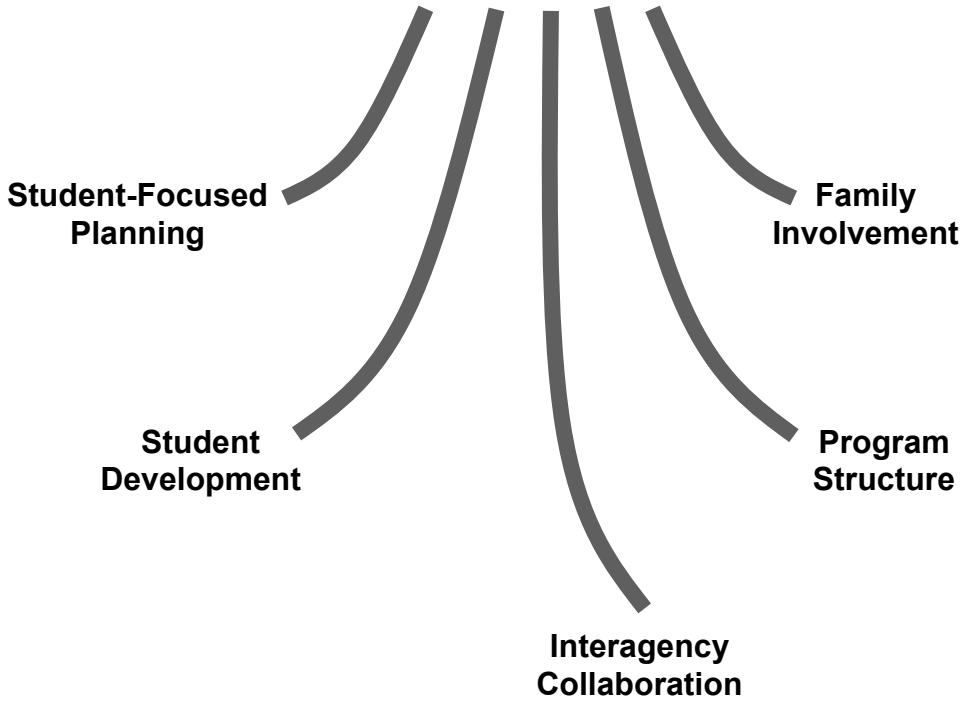
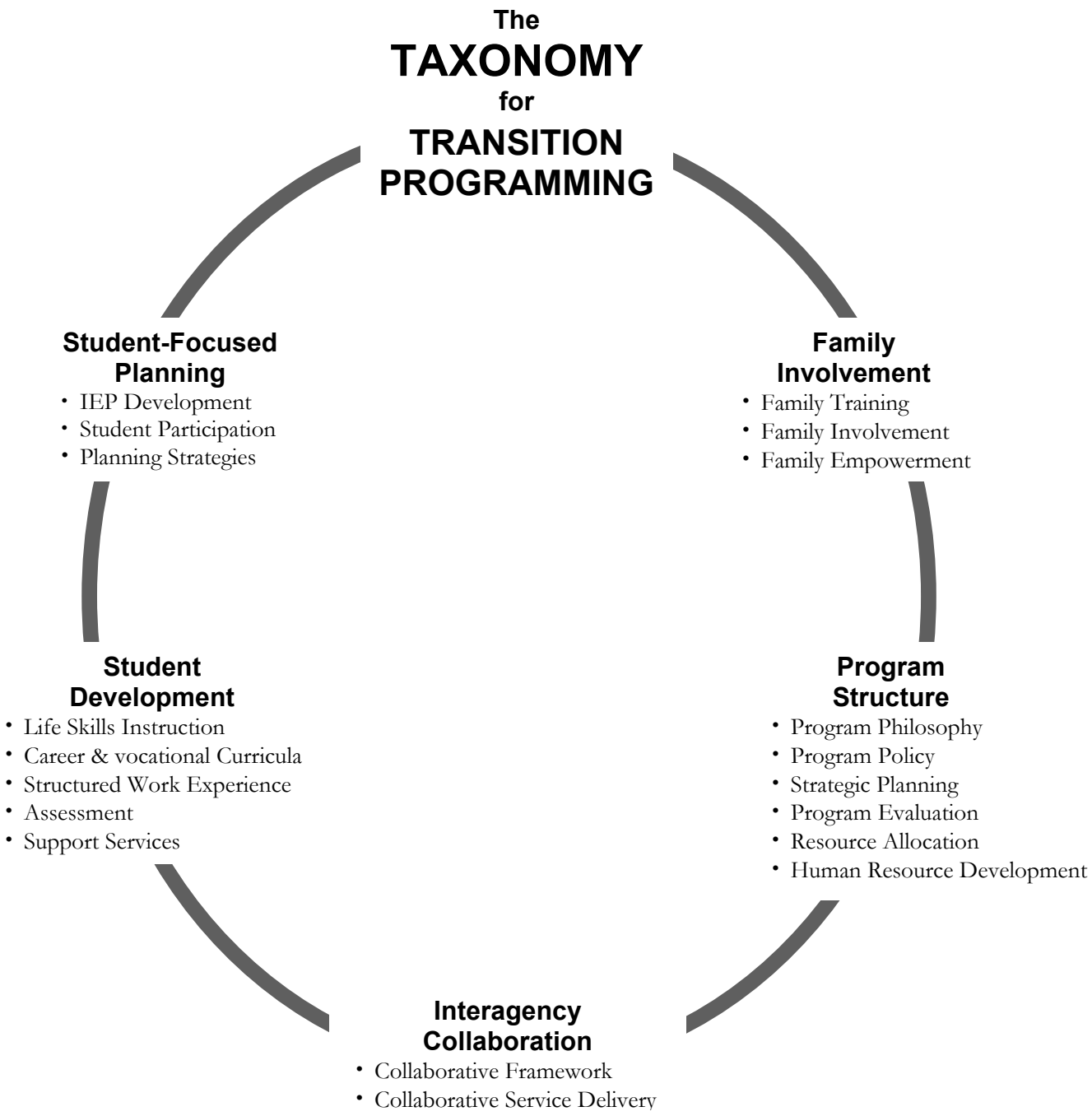
The

TAXONOMY

for

TRANSITION PROGRAMMING




The
TAXONOMY
for
TRANSITION
PROGRAMMING
Student-Focused Planning
• IEP Development
• Student Participation
• Planning Strategies
Family Involvement
• Family Training
• Family Involvement
• Family Empowerment
Student Development
• Life Skills Instruction
• Career & vocational Curricula
• Structured Work Experience
• Assessment
• Support Services
Program Structure
• Program Philosophy
• Program Policy
• Strategic Planning
• Program Evaluation
• Resource Allocation
• Human Resource Development
Interagency Collaboration
• Collaborative Framework
• Collaborative Service Delivery

STUDENT-FOCUSED PLANNING

IEP Development

— Options identified for each outcome area or goal
— Post-secondary education or training goals and objectives specified in the IEP
— Vocational goals and objectives specified
— Community-related and residential goals and objectives specified (e.g., voting)
— Recreation and leisure goals and objectives specified
— Educational program corresponds to specific goals
— Goals are measurable
— Personal needs are addressed in planning (e.g., financial, medical, guardianship)
— Specific goals and objectives result from consumer choices
— Progress or attainment of goals is reviewed annually
— Responsibility of participants or agencies specified
— Evaluation of participant fulfillment of responsibilities

Student Participation

— Planning team includes student, family members, and school and participating agency personnel
— Assessment information is used as basis for planning
— Transition-focused planning begins no later than age 14
— Meeting time adequate to conduct planning
— Preparation time adequate to conduct planning
— Planning meeting time and place conducive to student and family participation
— Accommodations made for communication needs (e.g., interpreters)
— Referral to adult service provider(s) occurs prior to student's exit from school
— Planning team leader identified

Planning Strategies

— Self-determination facilitated within the planning process
— Planning decisions driven by student and family
— Planning process is student-centered
— Student involvement in decision making
— Documentation of student interests and preferences
— IEP involvement training for students
— Career counseling services provided to student
— Student self-evaluation of process

STUDENT-FOCUSED PLANNING | INTERAGENCY COLLABORATION | FAMILY INVOLVEMENT | PROGRAM STRUCTURE

STUDENT DEVELOPMENT

Life Skills Instruction

— Leisure skills training
— Social skills training
— Self-determination skills training, including goal setting and decision making
— Self-advocacy skills training
— Independent living skills training
— Learning strategies skills training

Employment Skills Instruction

— Work-related behaviors and skills training
— Job seeking skills training
— Occupation-specific vocational skill training

Career & Vocational Curricula

— Provide career education curriculum
— Provide tech prep curriculum
— Provide cooperative education curriculum

Support Services

— Identification and development of environmental adaptations
— Identification and development of accommodations
— Identification and development of natural supports
— Provision of related services (e.g., OT, PT, speech therapy, transportation)
— Use of mentors

Assessment

— Vocational assessment (including curriculum-based and situational assessment)
— Academic, cognitive, and adaptive behavior assessments

Structured Work Experience

— Apprenticeships
— Paid work experience
— Work study program
— Job placement services (prior to school exit)

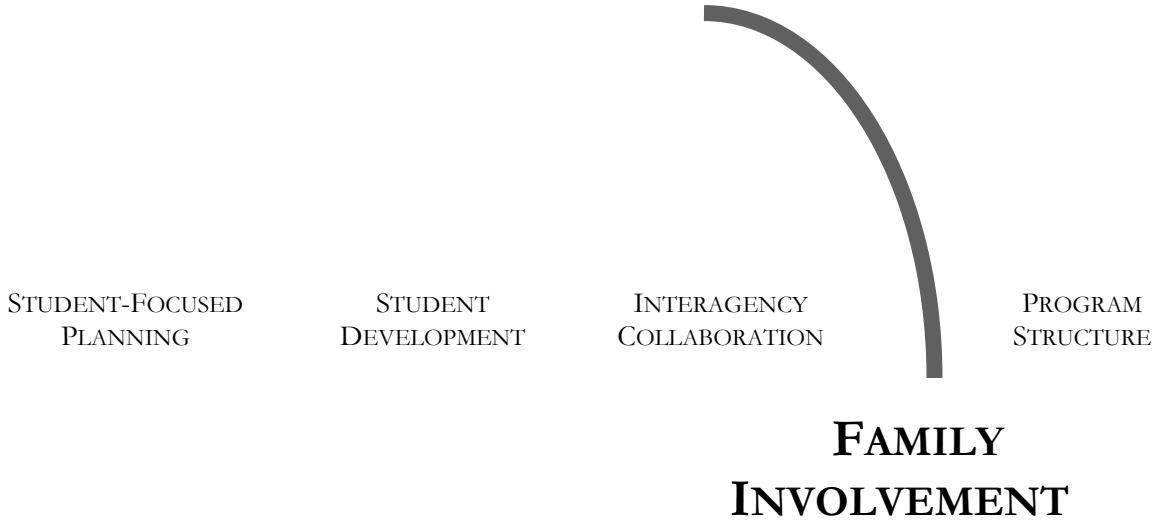
INTERAGENCY COLLABORATION

Collaborative Service Delivery

— Coordinated requests for information (e.g., to parents, employers)
— Reduction of system barriers to collaboration
— Collaborative funding and staffing of transition services
— Collaborative development and use of assessment data
— Coordinated and shared delivery of transition-related services
— Systems information disseminated among cooperating agencies
— Collaborative program planning and development, including employer involvement
— Collaborative consultation between special, "regular," and vocational educators
— Collaboration between post-secondary education institutions and the school district

Collaborative Framework

— Interagency coordinating body that includes consumers, parents, service providers, and employers
— Formal interagency agreement
— Roles of service providers clearly articulated
— Established methods of communication among service providers
— Student information shared among agencies via established procedures (with appropriate release of information and confidentiality)
— Single-case management system
— "Lead" agency identified
— Designated transition contact person for all service providers



Family Involvement
— Participation in program policy development
— Participation in service delivery
— Involvement in student assessment
— Participation in evaluation of student's program
— Parents/families exercise decision making
— Parent/family attendance at IEP meeting
— Parents/family members as trainers
— Parents/family members as mentors
— Parents/family role in natural support network

Family Empowerment
— Pre-IEP planning activities for parents/families
— Parents/families presented with choices
— Transition information provided to parents/families prior to student's age 14
— Structured method to identify family needs
— Parent/family support network
— Child care for transition-related planning meetings (e.g., IEP, ITP)
— Respite care
— Information to parents/families provided in their ordinary language

Family Training

— Training about promoting self-determination
— Training about advocacy
— Training about natural supports
— Training focused on their own empowerment
— Training on transition-related planning process (e.g., IEP, ITP)
— Training about agencies and services
— Training on legal issues

PROGRAM STRUCTURE

Program Philosophy

— Curricula are community-referenced
— Curricula are outcome-based
— Education provided in least restrictive environment
— Education provided in integrated settings
— Student has access to all educational options (secondary and post-secondary)
— Cultural and ethnic sensitivity in programs and planning
— Flexible programming to meet student needs
— Program planning is outcome-based
— Longitudinal approach to transition (early childhood to adult)

Program Evaluation

— Data-based management system
— Evaluation utilization for program improvement
— Ongoing program evaluation
— Specific evaluation of student outcomes
— Student/family role in program evaluation
— Secondary-level education services needs assessment
— Post-school services or program needs assessment
— Annual evaluation of interdisciplinary policy and procedures

Strategic Planning

— Community-level strategic planning focused on local issues and services
— Regional-level strategic planning
— State-level strategic planning
— Community-level transition body focused on local issues and services
— Regional-level transition body focused on regional/state issues
— State-level transition body focused on regional/state issues

Program Policy

— Adult service systems restructured to include transition-related planning and services as integral components
— Education system restructured to include transition-related planning and services as integral components
— Administrative, school board, and community support for the program
— Program values, principles, and mission are clearly articulated
— Specific and consistent transition-related policies and procedures between and within agency and education participants
— Transition planning program structure and process clearly articulated

Human Resource Development

— Transition practices resource materials available to personnel, families, and employers
— Assigned staff are qualified
— Preservice training on transition practices
— Sufficient allocation of personnel
— Transition-related technical assistance
— Establishment of transition-related personnel competencies
— Ongoing transdisciplinary staff development

Resource Allocation

— Creative use of resources
— Sufficient allocation of resources
— Student/family role in resource allocation
— Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings